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ABSTRACT

This manual contains a description of the procedures to be used when administering the Nevada fourth- and eighth-grade Proficiency Examinations in Writing, along with detailed instructions to be read to students. Test administrators should make sure that students understand these instructions thoroughly before the testing session so that students will have uniformly favorable testing conditions. The manual explains that the purpose of the Nevada Proficiency Examination in Writing at grades four and eight is to provide administrators, teachers, parents, and students information about student proficiency in writing. The manual first provides an overview of the fourth-grade assessment and an overview of the eighth-grade assessment, a score that "demonstrates adequate achievement," the method of scoring, and the developmental 5-point scale. All of this information appears in the manual's introduction, which is then followed by these sections: General Instructions; Testing Procedures and Time Requirements; Fourth Grade Writing Test Instructions; and Eighth Grade Writing Test Instructions. Appendixes contain a district and school number list; answer sheet edit procedures; information on testing students with disabilities and testing English language learners; and analytic-trait scoring guide. (NKA)

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ADMINISTRATION MANUAL

1999-2000 Nevada Fourth & Eighth Grade Proficiency Examinations in Writing

Nevada Department of Education

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INTRODUCTION

BACKGROUND

This manual contains a description of the procedures to be used when administering the Nevada Fourth and Eighth Grade Proficiency Examinations in Writing, along with detailed instructions to be read to students. Test administrators should make sure that they understand these instructions thoroughly before the testing session. Adherence to these procedures and instructions will ensure that students have uniformly favorable testing conditions.

PURPOSE OF THE ASSESSMENT

The purpose of the Nevada Proficiency Examination in Writing at grades four and eight is to provide administrators, teachers, parents, and students information about student proficiency in writing. Specifically, Nevada law mandates that a student who fails to "demonstrate adequate achievement" in writing "may be promoted to the next grade, but the results of this examination must be evaluated to determine what remedial study is appropriate." This examination, then, is **not** an evaluation of teachers, schools or districts, but an assessment designed to improve student writing.

OVERVIEW OF THE 4TH GRADE ASSESSMENT

- Number of topics: One
- Length of writing: No more than one page
- Administration: Three writing sessions
    - Session One: prewriting, rough draft, revision (65 minutes)
    - Session Two: drafting, revision, editing (50 minutes)
    - Session Three: revision, editing, final draft, proofreading (60 minutes)
- Use of dictionaries is permitted

Districts will choose whether the writing sessions are scheduled on two or three consecutive days. However, if two of the three sessions are scheduled on the same day, a 30-minute minimum break between sessions is required. All three sessions should NOT be scheduled for one day.

4TH GRADE SCORE THAT "DEMONSTRATES ADEQUATE ACHIEVEMENT"

For grade 4, a score on a trait on the examination in writing below 3 indicates inadequate achievement in that trait only and not for all traits on the examination in writing.

OVERVIEW OF THE 8TH GRADE ASSESSMENT

- Number of topics: One
- Length of writing: No more than one page
- Use of dictionaries is permitted.
- Administration: Two 35-minute writing sessions
    - Session One: prewriting, rough draft, revision
    - Session Two: revision, editing, final draft, proofreading

It is a district option as to whether both writing sessions are scheduled on the same day or over two consecutive days. However, if both sessions are scheduled on the same day, a 30-minute **minimum** break between sessions is required.

8TH GRADE SCORE THAT "DEMONSTRATES ADEQUATE ACHIEVEMENT"

The score "required to demonstrate adequate achievement" for each trait is a 3 or above. A score of 3 or above on all four traits is required to demonstrate adequate achievement "overall" in a writing piece.

FOR BOTH 4TH AND 8TH GRADES MAKE UP

For students who miss any sessions, it is up to each district whether make-up sessions will be provided. If the last session is missed, rough drafts MAY NOT be submitted in place of final drafts. **Any make up must be completed by the Friday of the week prescribed for the test administration.**

METHOD OF SCORING

Each student examination will be read by two teacher experts and scored on each of four writing traits: ideas and content (development), organization, voice, and conventions. Each student will receive a score of 1 to 5 (a 5 being the highest score possible) for each of the four traits.

THE DEVELOPMENTAL 5-POINT SCALE *

The 5-point scale can be conceptualized as a developmental continuum, yielding descriptive and prescriptive information for curriculum and instruction as illustrated in the scale below. To view assessment rubric scale, see Appendix E.

Score	Level of Development	Developmental Description
1	BEGINNING	Searching, exploring, struggling - looking for a sense of purpose or way to begin
2	EMERGING	Moments that may engage the reader - stories/ideas buried within the text
3	DEVELOPING	Writer begins to take control, begins to shape ideas – writing is gaining definite direction, coherence, momentum, sense of purpose
4	MATURING	More control, writer has confidence to experiment - about a draft away from a finished product
5	STRONG	Writer in control, skillfully shaping and directing the writing - evidence of fine tuning

A definition for each trait and detailed description of the five-point scale for each trait can be found in Appendix E.

* The Nevada State Department of Education gratefully acknowledges Vicki Spandel and the teachers of Beaverton, Oregon School District who developed the original trait scoring guide and developmental scale in 1984 and the contributions of more than 5,000 Oregon teachers and Northwest Regional Educational Laboratory for the revisions since 1984.

PART 1

GENERAL INSTRUCTIONS

ADMINISTRATORS' DUTIES

The test administrators' primary responsibilities are to

- Insure that test materials are stored in a secure location and all security requirements are observed.
- Make sure that all students understand and follow the instructions.
- Administer the tests in an environment that is free from disturbances and enables each student to do his/her best.
- **Conduct the answer sheet edit procedures listed in Appendix B of this manual.**
- Ensure that teachers have student identification numbers and correct information and assistance in completing demographic information in relation to IEP, ELL (LEP), 504, Migrant (MIG), or Free and Reduced Lunch (FRL) students prior to the first scheduled testing date.
- Return answer sheets, test instructions for both sessions, and the administrator's questionnaire to the principal's office after testing. **Do not separate pages!**

TEST MATERIALS

- This *Administration Manual*
- Student Instructions and Examination Topic for each assigned session. (One and two for 8th grade. One, two and three for 4th grade.)
- Administrator's questionnaire
- Answer sheets - 4 sides (Do not separate, but make sure computer tracking strips at top and bottom have been removed.)
- A supply of No. 2 pencils with erasers for students who do not have them or who break their pencil leads.
- Dictionaries (Use of thesauruses is not permitted.)
- Notebook paper for each student (for prewriting and rough draft)
- A reliable watch or clock.

TEST SECURITY

The following steps should be taken to insure the security of materials required for the administration of the Nevada Proficiency Examination Program. They should prevent unauthorized persons from gaining access to tests prior to test administration. The word *administrator*, when italicized, refers to the individual who has accepted responsibility for the proper administration of Nevada proficiency examinations in the school.

- All individuals involved in the administration of proficiency examinations should be familiar with the general instructions regarding preparation for testing, handling test materials, and test security contained in this *Administration Manual* and the *Test Security Procedures for Nevada Proficiency Examinations Manual*.
- Locked secure storage must be provided for copies of *Student Instructions and Examination Topic* for all sessions before test administration.
- The locked room or file cabinet used for the storage of copies of *Student Instructions and Examination Topic for Sessions One and Two* should not be used for the storage of other materials to which individuals other than the *administrator* require access.

- The *administrator* should not leave the key to the locked storage area in a readily accessible location to others.
- Under no circumstances shall copies of *Student Instructions and Examination Topics* for any of the sessions be circulated among faculty, administrators, or other persons, nor left unattended where students and faculty might have access to them. They are not to be distributed to those who will administer the test until the prescribed date for test administration.
- Copies of *Student Instructions and Examination Topic* for each of the sessions must be collected after the test. Upon completion of testing, all materials are to be returned to the *administrator* in a timely manner and not later than the end of the school day on which the test is administered. They may be released after student results are returned to the site.
- Students should bring no writing materials to the test session. All required materials-#2 pencils, copies of *Student Instructions and Examination Topic for Sessions One and Two and (for 4th grade) Three*, answer sheets, scratch paper, and dictionaries-should be provided at the testing location. These materials should be collected before students leave the test room.
- Sufficient proctors should be provided at the testing site to supervise the testing adequately. At no time should students be left unattended during testing.
- Copies of *Student Instructions and Examination Topic* for any of the sessions may not be copied by any means without the prior authorization of the Standards, Curricula and Assessments Office.

Nevada statutes specifically prohibit the disclosure of the content of the Nevada Proficiency Examinations including topics used in the writing examination. The concern is twofold. First, students should have no knowledge of the topic prior to taking the test. Second, teachers should have no knowledge of the topic so that "teaching to the test" cannot occur either inadvertently or intentionally. (NRS 389.015)

PLANNING AND ADMINISTRATION

Because the testing environment can affect students' performance, the following guidelines are provided for planning a favorable testing environment.

Size of Testing Sessions. The size of sessions is at the districts' discretion, but smaller testing sessions (approximately 25-30 students) are recommended.

The Room. The primary consideration in choosing a room for test administration is student comfort. Try to use a room that is free from distractions and has adequate light, ventilation, and heating or air conditioning.

Seating. Seating should be arranged to minimize the possibility of students communicating with each other either verbally or visually. Each student should be provided with ample work space in which to use a test, notebook paper (for prewriting and rough draft), an answer sheet, and in which to have access to a dictionary.

When to Test. Dates for administration are specified by the Department of Education. The regulations also require that the test be administered in multiple sessions. Each writing session is timed, excluding the time necessary to pass out materials, give instructions and fill out the demographic sheets, etc. If two sessions are scheduled in one day, students **must** be given at least a 30-minute break between sessions.

Personnel: The examination should be administered by one person in each testing room with the help of as many assistants as necessary. If the test is being administered in large groups, at least one proctor plus assistant(s) should be provided for each 30 students.
A briefing session should be held for assistants before testing to review these instructions and the assistants' duties, such as distributing and collecting materials, assisting students in marking the demographic information on the answer sheet, and checking the answer sheets to make sure that students filled them out correctly.

Helping Students. Students are not to be given help with their writing, but testing procedures should be made clear. Words in the topic may be defined if necessary. However, words should not be spelled nor should information be given to students on how to write to the topic. No hints should be given through gestures, facial expressions, or words of encouragement. The test administrator should maintain an impartial and professional attitude. If a student should ask a question about how he/she might respond to the topic, useful and permissible replies include: "Follow the instructions that you were given" and "Do your best."

Cheating. Any instances of cheating should be handled in the least disruptive manner, consistent with district and school policies. Answer sheets from students who cheat should be submitted in a separate envelope with notes of explanation attached to them. Students who cheat do not receive a score and will be referred to the district testing directors for further appropriate action.

Students Who Finish Early: Some students may finish early. However, ANY students who require the full time allowed should be able to work without disruption and without feeling rushed. It may ease the test administrator's job considerably if students bring study materials, books, or other reading materials to occupy their time if they finish early. These materials should not be on students' desks while they are taking tests. For students who finish early, reading, writing and drawing are permissible activities; but students should not talk or in any way disturb others who are still working on their tests.

The use of dictionaries is permitted. No other books, thesauruses, notes, or other aids should be accessible to students during testing.

For information on testing students with disabilities, please see Appendix C.

For information on testing students who are English Language Learners, please see Appendix D.

PART 2

TESTING PROCEDURES AND TIME REQUIREMENTS

Demographic Data 15 MINUTES (estimate)

1. Pass out answer sheets.
2. Have students complete the demographic data.
3. Collect answer sheets.

(NOTE: Demographic data must be completed ***prior to*** the time allotted for SESSION ONE.)

Instructions for recording demographic data on side one of the students' answer sheets for 4th and 8th grades.

Do not separate the answer sheet pages. They must be attached when you turn them in the end of the assessment.

Before Session One of the writing test, students must fill in the demographic information required on the front and back of their answer sheets. It is very important that both sides of the answer sheet be completed for every student who takes the test.

If the district has completely filled in the demographic data on the first side of the student's answer sheet by computer, the teacher or administrator should ask the students to provide the information requested on the back of the answer sheet by reading aloud the instructions at the end of this section. Note: If the district has filled in the demographic data and there are any errors, please do not make changes on the pre-slugged sheet. Instead, contact the district test director or fill out a new form and follow the directions below.

Complete instructions for filling in the demographic data sections on Side 1 of students' answer sheets are given on the following pages. They should be followed exactly. Material to be read aloud to the students is printed in dark type and is preceded by the word SAY. All other information is for the examiner and should not be read to the students.

When all students are quietly seated with No. 2 pencils and erasers,

Say: **As you know, you will be taking the Nevada Proficiency Examination in Writing. Please DO NOT make any marks on the outside of your answer sheet until I tell you to do so. If you have any questions as we go through the instructions, please raise your hand.**

Distribute the answer sheets, then

Say: **Please follow the instructions as I read them to you. Do not move ahead to a new section until I have read the instructions for that section and told you to proceed. Are there any questions?**

(Pause. If necessary, answer questions.)

Say: **Open your answer sheets so the data pages are horizontal and facing up. Place the form so that the *Student Name* section is on the left side of the page and the section to bubble in is on the right. Now, check to make sure the form numbers at the top of both sides match. If they do NOT match, please let me know now.**

NOTE: If the form number does not match or is missing, do not use the test form. Contact a testing administrator for a new form.

NAME BLOCKS:

Say: **Close your answer sheets so that you are looking at the front page. Locate the blocks labeled LAST NAME, FIRST NAME, AND MI that are located at the top of the front of your answer sheet. (Hold up a sample answer sheet and point to the NAME blocks.)**

Starting with the box on the left side, print one letter of your last name in each box. If your last name has more letters than there are boxes, print only as many letters as there are boxes. In the spaces labeled FIRST NAME, print one letter of your first name in each box. If there are not enough boxes, print only as many letters of your first name as there are boxes. In the space labeled MI, print your middle initial. If you do not have a middle name, do not print anything in this space.

Pause to allow students time to fill in this information.

Say: **Each box has a column of bubbles below it. Darken in the bubble in the first column that has the same letter as the letter in the box above it. Repeat the process for each of the other letters in your name. Mark only one bubble in each column. Completely erase any incorrect marks. Be careful not to make any other marks. Are there any questions?** (Pause. If necessary, answer questions.) **You may now darken the appropriate bubbles.**

Pause. Check to make sure that each student is filling in the circles correctly.

BIRTHDATE BLOCK:

Say: **Locate the block labeled BIRTH DATE, next to the Student Number block.**

(Hold up the form and indicate the appropriate box.)

Say: **This is for recording your date of birth. Using two numerals, write the number of the month in which you were born in the box under "Month." For example, January is 01, February is 02, and December is 12. Are there any questions?**

(Pause. If necessary, answer questions.)

Say: **Write the day of the month on which you were born in the box under "DAY," using the numbers 01 to 31.**

(Pause.)

Say: **Under "Year," write the last two numbers of the year in which you were born. For example, if you were born in 1990, you would write 90; or if you were born in 1986, you would write 86.**

(Pause.)

Say: **Under each numeral you have written for month, day, and year, darken the circle containing the numeral you have written above. Make sure that you darken a circle in each column, including circles with zeros in them where zeros have been written in the box above. For example, 01 should be written for January. The left circle containing the zero should be darkened, and the right circle containing the one should be darkened. Are there any questions?**

(Pause. If necessary, answer questions.)

YID BLOCK:

Say: **Locate the block labeled YID (YEARS IN DISTRICT) below the birth date block. Fill in the bubble "0" if you are a new student to this district this year. For the remaining choices, DO NOT count either your kindergarten year or the current year as a year in this district. Begin counting with grade 1, or the first grade at which you attended school in this district. Fill in bubble "1" if you have spent I previous year in this district. Fill in bubble "2" if you have spent 2 previous years in this district. Fill in bubble "3" if you have spent 3 previous years in this district.** (4th grade will end here. For 8th grade, please continue.) **Fill in bubble "4" if you have spent 4 previous years in this district. Fill in bubble "5" if you have spent 5 previous years in this district. Fill in bubble "6" if you have spent 6 previous years in this district. Fill in bubble "7" if you have spent 7 previous years in this district.**

ETHNICITY BLOCK

This block contains bubbles P and 0, which are not to be used at this time. They have been included in anticipation of changes in federal requirements for recording and reporting ethnicity. When they are incorporated in federal reporting requirements, the instructions that follow will be updated. Only one circle is to be filled in. If the student considers her/himself to be a member of two or more groups, s/he is to fill in the space for the one group with which s/he most closely identifies.

Say: **Locate the block labeled ETH (ETHNICITY) to the right of the years in district (YID) block. The ETHNICITY block is for recording your ethnic background. The ethnic/racial groups that I am about to describe have been provided by the United States Department of Education. For each group, I will read the group name and the code letters of the space you should darken if you are a member of that group. If you are a member of more than one group, please fill in the space for the one group with which you most closely identify.**

The first group is AMERICAN INDIAN OR ALASKAN NATIVE. This group includes people having origins in any of the original peoples of North America who maintain cultural identification through tribal affiliation or community recognition. If you are an American Indian or Alaskan native, darken the bubble containing the letters "AA" in the Ethnicity block.

The next group is ASIAN OR PACIFIC ISLANDER. This group includes people having origins in any of the original peoples of the Far East, Southeast Asia, the Pacific Islands, or Indian Subcontinent. This area includes, for example, China, India, Japan, Korea, the Philippine Islands, Hawaii, and Samoa. If you are an Asian or Pacific Islander, darken the bubble containing the letter "A" in the Ethnicity block.

The next group is BLACK, NOT OF HISPANIC ORIGIN. This group includes people having origins in any of the Black racial groups of Africa. If you are Black, darken the bubble containing the letter "B" in the Ethnicity block.

The next group is HISPANIC. This group includes people of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race. If you are Hispanic, darken the bubble containing the letter "H" in the Ethnicity block.

The next group is WHITE, NOT OF HISPANIC ORIGIN. This group includes people having origins in any of the original peoples of Europe, North Africa, or the Middle East. If you are White, and not of Hispanic origin, darken the bubble containing the letter "W" in the Ethnicity block. Are there any questions?

GENDER BLOCK:

Say: **Locate the GENDER block.**

(Hold up a form and point to the correct block.)

Say: **In this block, darken the bubble next to your gender - male or female.**

(Pause.)

GRADE BLOCK:

Say: **Locate the GRADE block. In this block, darken the circle to the left of the grade you are in.**

(Pause.)

DISTRICT NUMBER (DIST #) BLOCK:

If you do not know your district's designated number, look in Appendix A before giving the next directions. (Note: Please check. This may have changed for your district.)

Say: **Locate the block labeled DIST # (DISTRICT NUMBER), which is at the lower left on your answer sheet, below where you wrote and bubbled in your last name.**

(Hold up a sample answer sheet and point to the correct block.)

Say: **In the boxes at the top of this block, write the numbers ___ using one digit per box. (Pause.) Next, under each box, you will find a column of bubbles with numbers in them. Darken the bubble in each column that has the same number in it that you wrote in the box directly above .**

(Pause.)

SCHOOL NUMBER (SCHOOL #) BLOCK:

If you do not know your school's designated number look in Appendix A before giving the next directions. (Note: Please check. This may have changed for your district.)

Say: **Locate the block labeled SCHOOL # (SCHOOL NUMBER), which is next to the district number. In the boxes at the top of this block, write the numbers ____ using one digit per box.**

(Pause.)

Say: **Next, under each box, you will find a column of circles with numbers in them. Darken the circle in each column that has the same number in it that you wrote in the box directly above.**

(Pause.)

STUDENT NUMBER BLOCK

If your district uses social security numbers as student numbers, follow the script provided below. If not, follow any instructions your district has provided for filling out the STUDENT NUMBER block. If the student numbers used in your district contain fewer than nine digits, the number must *be left justified. If a student should have no assigned student number, the student may enter his/her social security number. Only if the student or the parent/guardian objects to using the social security number should the space be left blank.*

Say: **Locate the block labeled STUDENT NUMBER, which is located next to the school number. Starting with the box on the left side, print one number of your social security number in each box. Do not include dashes.**

Pause to allow students time to fill in this information.

Say: **Each box has a column of bubbles below it. Darken in the bubble in the first column that has the same number as the first number of your social security number. Repeat the process for each of the other numbers in your social security number. Mark only one bubble in each column. Completely erase any incorrect marks.** (Pause.) **You may now darken the appropriate bubbles.**

Population (POP), Testing Conditions (TC), and Title I blocks information should be obtained from and completed by authorized school personnel, i.e., special education teacher, or school counselors to indicate IEP, ELL (LEP), 504, Migrant (MIG), or Free and Reduced Lunch (FRL) students. Please see Appendix B for additional coding information.

Say: **Now turn to the last page of your answer sheet and print your name, teacher name, school name, and county name in the spaces provided at the top right side of the page, right here.**

(Hold up an answer sheet and show students where.)

Say: **Immediately after the school name print the school number, which is (___.)**

(See Appendix A for school number information.)

(Pause.)··

Say: **You should now have filled in all of the information necessary. Please erase any stray pencil marks you may have made on your answer sheet.**

(Pause.)

Say: **Do not separate the answer sheet pages. They must be attached when you turn them in at the end of the assessment.**

Collect the answer sheets. The answer sheets will not be needed until Session Two (or in 4th grade Session Three) of the writing assessment. **Do not staple anything to the answer sheets.**

Teachers or administrators should verify the students' completion of the demographic data and check the demographic page of the answer sheet for completeness and accuracy.

FOURTH GRADE TIME REQUIREMENTS AND INSTRUCTIONS

SESSION ONE ..... **TOTAL TIME: 65 MINUTES**

Assessment Instructions and Preparation: Approximately 10 Minutes

You will need:

- *Student Instructions and Examination Topic for Session One* (goldenrod). One per student.
- paper for students for prewriting and writing the rough draft and pencils as needed.
- dictionaries

Read instructions aloud. (NOTE: Words in the topic may be defined for the students if necessary, but no additional help may be given.)

Total Writing Time Required For Session One: 50 minutes
Prewriting: Approximately 25 minutes
Writing Rough Draft: Approximately 25 minutes.

Collecting Test Materials: Approximately 5 minutes

If session two is scheduled for the *same day*, a 30-minute minimum break between sessions is required. (All three sessions may not be given on one day.)

If session two is to be conducted on the *following day*, all materials must be returned to the principal's office, or stored in a secure place. Collect copies of *Student Instructions and Examination Topic for Session One*, prewriting, and rough drafts. Attach students' writing to their instruction sheets or put in a folder for each student

(Note: Prior to Session Two, teachers or test administrators should check the accuracy of the demographic data, following the edit procedures in Appendix B. While doing so, there should be no review of student writing.)

SESSION TWO ..... **TOTAL TIME: 50 MINUTES**

Writing Instructions and Test Preparation: Approximately 10 Minutes

You will need:

- previous session's rough drafts and *Student Instructions for Session Two* (yellow) and answer sheets.
- paper and pencils
- dictionaries.

Read instructions for Session Two aloud.

Total Writing Time: 35 Minutes
Revising and Editing: Approximately 15 Minutes
Copying to Answer Sheet and Proofreading: Approximately 20 Minutes

Collecting Test Materials: Approximately 5 Minutes

Collect testing materials, prewriting, and rough drafts. Attach students' writing to their instruction sheets or put in a folder for each student. Collect Answer Sheets. **Do Not Separate Pages.**

SESSION THREE ..... **TOTAL TIME: 50 MINUTES**

Writing Instructions and Test Preparation: Approximately 10 Minutes

You will need:

- previous sessions' rough drafts, any prewriting notes,
- answer sheets (with demographic date completed),
- *Student Instructions for Session Three* (buff),
- dictionaries.

Read instructions for Session Three aloud.

Total Writing Time: 35 Minutes
Editing, copying to answer sheet and proofreading: Approximately 35 Minutes

Collecting Test Materials: Approximately 5 Minutes

Collect Answer Sheets. **Do not separate pages.** Return answer sheets and *Student Instructions* for each session as requested to the principal's office.

Note: Do not send students' prewriting and/or rough drafts to the Department of Education. Teachers may retain the students' prewriting and rough drafts or they may be discarded at school. It is recommended that teachers make photocopies of each student's writing answer sheet prior to submitting tests. Since this assessment is intended to provide instructional assistance and feedback on writing, these copies will provide students and teachers with examples of student work to analyze and discuss when scores are returned.

WRITING TEST INSTRUCTIONS FOR 4TH GRADE SESSION ONE

See that all students are quietly seated and have clear desks, except for notebook paper for prewriting and rough drafts, pencils, and erasers.

Say: **Today you will take part in a writing assessment. I will now pass out the instructions. DO NOT begin writing until you are told to do so.**

Pass out the *STUDENT INSTRUCTIONS AND EXAMINATION TOPIC FOR SESSION ONE* (goldenrod); then

Say: **I am now going to read the instructions for STEP 1: Introduction to the Assessment printed on the instruction sheet. Please read them silently as I read them aloud.**

Read all of Step 1: INTRODUCTION TO THE ASSESSMENT from the student instruction sheet (goldenrod); then

Say: **Are there any questions?**

When there are no more questions,

Say: **I am now going to read the instructions for STEP 2A: Class Prewriting Activity on the general idea. Please read them silently as I read them aloud.**

Read the beginning of Step 2A: CLASS PREWRITING ACTIVITY from the student instruction sheet. Then STOP, and ***lead your class through a structured prewriting activity on the GENERAL IDEA.*** (For example, you might create and post a class cluster or list, brainstorm for general ideas, or discuss a book you have read that you think is connected to the general subject.) You are free to guide your students in generating as many ideas as they are able. **Do not**, however, specify that they all use the same idea as a single-class approach to the topic. Plan to spend about 15 minutes as a class working on prewriting.

Then, continue reading from the student instruction sheet where it says, "STEP 2B: INDIVIDUAL PREWRITING ACTIVITY. After you finish the prewriting activity with your classmates..." and read to the end of Step 2.

Remember, after you have read the SPECIFIC STORY IDEA, you must not help students in any way with the test content. You may define words used in the story idea or answer questions that have to do with the testing procedures.

You may encourage students to do any further prewriting if they wish (outlining, brainstorming, clustering, etc.). However, students must do this additional prewriting individually. Do not lead students in any structured prewriting activities on the specific story idea.

Say: **Are there any questions?**

Answer any questions, when there are no more questions,

Say: **Remember, you may spend another 10 minutes doing your own prewriting, but you can begin your rough draft sooner if you feel ready. You will have a total of 35 minutes writing time today. I will post the ending time of this session and will tell you when you have 10 minutes left. You might want to write on every other line of your rough draft. That way, you will have room to make changes before you do**

your final copy.
Are there any questions?

Pause. Answer any questions; then

Say: **You may begin.**

Post the time when the session will end where it is visible to all students. Record the starting time.

When 10 minutes of the testing period remain,

Say: **You have 10 minutes left to work on your rough draft.**

When another 10 minutes have gone by,

Say: **Today's writing session has ended. You'll have additional time tomorrow. Please write your name in the upper right-hand corner of your instruction paper and EACH sheet of your prewriting and rough draft.**

Collect *Student Instructions for Session One*, student prewriting, and student rough drafts. Attach multi-page responses (prewriting and rough drafts), or put each student's work in a separate folder so that nothing is lost.

Return the writing and testing materials to the principal's office, or store them in a secure place until Session Two.

WRITING TEST INSTRUCTIONS FOR 4th GRADE SESSION TWO

See that all students are quietly seated and have clear desks, except for pencils and erasers. Students are not to have **ANY** papers on their desks at the beginning of the testing period. If a student needs extra paper for revision, you may give him/her some. The students should have easy access to dictionaries. (NOTE: Students may NOT use a thesaurus or any other writing aid besides a dictionary.)

Say: **We are about to begin Session Two of the writing assessment. I am now going to pass back your prewriting and rough drafts, along with the *Student Instructions and Examination Topic for Session Two.***

Pass out the students' prewriting and rough drafts, instruction sheets from Session One and *STUDENT INSTRUCTIONS AND EXAMINATION TOPIC FOR SESSION TWO* (yellow).

Say: **I am now going to read the instructions for Session Two. Please read them silently as I read them aloud.**

Read all of Session 2 from the student instruction sheet. Then

Say: **If you have not finished your first draft, you should do that before you do your revising and editing.** Then

Say: **Are there any questions?** (Pause) Answer any questions, then

Say: **You will have 40 minutes to finish your rough draft, revise, and edit. Remember that as you revise, you are not permitted to talk about your changes or any part of your writing with other students. You may use a dictionary to help you. When you are finished revising and editing, your writing should not be more than one page long. I will post the end time for this session and tell you when you have about 10 minutes left to work.**

Post the ending time where it is visible to all students and record the starting time.

When 30 minutes have gone by,

Say: **You have 10 minutes left to work on revising and editing your rough draft.**

When another 10 minutes have gone by,

Say: **This writing session has ended. You will have one more session to complete your writing test. Please write your name in the upper right-hand corner of your instruction paper and EACH sheet of your prewriting and rough draft.**

Collect *Student Instructions for Sessions One and Two,* student prewriting, and student rough drafts. Collect ALL materials from students. Attach multi-page responses (prewriting and rough drafts), or put them in a separate folder for each student, so that nothing is lost.

Return them to the principal's office, or store them in a secure place until Session Three.

NOTE: If session two and session three are scheduled for the same day, please allow students at least **a 30-minute break** between the sessions. **All three sessions must not be scheduled on any single day**.

You might wish to facilitate passing out materials for session three by placing the students' prewriting and rough drafts inside their answer sheets at this time.

WRITING TEST INSTRUCTIONS FOR 4th GRADE SESSION THREE

See that all students are quietly seated and have clear desks, except for pencils, and erasers. The students are not to have ANY papers on their desks at the beginning of the testing period. If later a student needs extra paper for revision, you may give him/her some. The students should have easy access to a dictionary. (NOTE: Students may NOT use a thesaurus or any other writing aid.)

Say: **We are about to begin our final session of the writing assessment. I am now going to pass back your prewriting and rough drafts, the instruction sheets you used previously, and the *Student Instructions and Examination Topic for Session Three.* I will also give you the answer sheet for your final draft. Do not make any marks on the answer sheet until I tell you to do so. Be careful not to separate the two pages of your answer sheet. They must be attached when you hand them in at the end of the test.**

Pass out the students' prewriting and rough drafts, all instruction sheets, and answer sheets. Make very certain that each student receives the answer sheet with his/her own name.

Say: **I am now going to read the instructions for Session Three. Read them silently to yourself as I read them aloud.**

Read the student instruction sheet down through the prompt, then

Say: **Are there any questions?** (Pause)

Answer any questions; then continue reading from Step 5: Copying writing to answer sheet and proofreading.

Say: **Turn to the inside of your answer sheet where there is a lined writing page. This is where you will copy your final draft. Remember, you have 30 minutes to copy your story onto the answer sheet and proofread it. I will post the end time for this session and tell you when 25 minutes have gone by. At that time, you should have finished copying and begun your proofreading. Are there any questions?**

Answer any questions; then

Say: **Make your final draft as neat as possible. If you must cross out or add words, please be as neat as possible. You may begin.**

Under no circumstances are the students to receive ANY help on their revising or editing. Students should attempt to make their final drafts neat and readable. However, neatness will not affect scores. Cross-outs and insertions are allowed.

Post the end time and record the starting time.

When 25 minutes have gone by,

Say: **You have five minutes left to finish copying your writing onto the answer sheet and to proofread your work.**

When five minutes have gone by,

Say: **This writing session has ended. Please put your pencil down.**

Collect Student Instructions, prewriting, and rough drafts.

Note: Do not send students' prewriting and/or rough drafts to the Department of Education. It is recommended that teachers retain the students' prewriting and rough drafts and make photocopies of each student's writing answer sheet prior to submitting tests. Since this assessment is intended to provide instructional assistance and feedback on writing, these materials will provide students and teachers with examples of student work to analyze and discuss when scores are returned. Only Answer Sheets are returned to the Nevada Department of Education.

EIGHTH GRADE TIME REQUIREMENTS

PRIOR TO SESSION ONE ..... APPROXIMATELY 15 MINUTES

Demographic Information

See Part 2 of this manual for instructions.
(NOTE: Demographic data must be completed prior to the time allotted for Session One.)

SESSION ONE ..... TOTAL TIME: 50 MINUTES

Assessment Instructions and Preparation: Approximately 10 Minutes

You will need:

- *Student Instructions and Examination Topic for Session One* (goldenrod), one per student,
- paper for prewriting and writing the rough draft and pencils as needed,
- dictionaries.

Read instructions aloud. (NOTE: Words in the topic may be defined for the students if necessary, but no additional help may be given.)

Total Writing Time Required: 35 minutes
Prewriting: Approximately 10-20 minutes
Writing Rough Draft and Revising: Approximately 15-25 minutes.

Collecting Test Materials: Approximately 5 minutes

Collect copies of *Student Instructions and Examination Topic for Session One*, prewriting, and rough drafts. Attach students' writing to their instruction sheets or put in a folder for each student.

IF SESSION TWO IS SCHEDULED FOR THE SAME DAY, AT LEAST A 30-MINUTE MINIMUM BREAK BETWEEN SESSIONS IS REQUIRED.

IF SESSION TWO IS TO BE CONDUCTED ON THE FOLLOWING DAY, ALL MATERIALS MUST BE RETURNED TO THE PRINCIPAL'S OFFICE.

Note: Prior to Session Two, teachers, designated school personnel, or test administrators should check the accuracy of the demographic data, following the edit procedures in Appendix B. While doing so, there should be no review of student writing.)

SESSION TWO ..... TOTAL TIME: APPROXIMATELY 50 MINUTES

Writing Instructions and Test Preparation: Approximately 10 Minutes

You will need:

- rough drafts from Session One
- *Student Instructions for Session Two* (yellow), one per student
- dictionaries

- answer sheets with demographics filled out, one per student

Read instructions for Session Two aloud.

Total Writing Time: 35 Minutes
Revising and editing approximately 15 Minutes
Copying to answer sheet and proofreading approximately 20 Minutes

Collecting Test Materials Approximately 5 Minutes

Collect Answer Sheets. **Do Not Separate Pages.** Return answer sheets and *Student Instructions* for each session as requested to the principal's office.

Note: Do not send students' prewriting and/or rough drafts to the Department of Education. It is recommended that teachers retain the students' prewriting and rough drafts and make photocopies of each student's writing answer sheet prior to submitting tests. Since this assessment is intended to provide instructional assistance and feedback on writing, these materials will provide students and teachers with examples of student work to analyze and discuss when scores are returned. Only Answer Sheets are returned to the Nevada Department of Education.

WRITING TEST INSTRUCTIONS FOR 8TH GRADE SESSION ONE

See that all students are quietly seated and have clear desks, except for notebook paper for prewriting and rough drafts, pencils, and erasers.

Say: **Today you will take part in a writing assessment. I will now pass out the instructions. DO NOT begin writing until you are told to do so.**

Pass out the *Student Instructions and Examination Topic for Session One* (goldenrod), then

Say: **I am now going to read the instructions for STEP ONE: INTRODUCTION TO THE ASSESSMENT printed on the instruction sheet. Please read them silently as I read them aloud.**

Read all of Step One: *Introduction to the Assessment* from the student instruction sheet (goldenrod); then

Say: **Are there any questions?**

(Pause. Answer questions if necessary.)

When there are no more questions, continue by reading the instructions for Step Two: Prewriting and Step Three: Writing the Rough Draft.

Say: **I am now going to read the instructions for Step Two: Prewriting and Step Three: Writing the Rough Draft. Please read them silently as I read them aloud.**

Read Step Two: Prewriting and Step Three: Writing the Rough Draft from the student instruction sheet; then

Say: **Are there any questions?**

Pause. Answer questions if necessary. You should not help students in any way with the test content, but you may define, if necessary, words used in the test topic or answer questions that have to do with the testing procedures.

You may encourage students to do any prewriting they wish (outlining, brainstorming, clustering, etc.). However, students MUST do this prewriting individually. Do not lead students in any structured prewriting activities.

Say: **Remember, you may spend more time doing your prewriting, but you can begin your rough draft whenever you feel ready. You will have 35 minutes to finish this part of the assessment. I will tell you when 10 minutes have gone by. At that time, you should have begun your rough draft. Five minutes before the end of the first writing session, I will tell you that you have 5 minutes to finish your rough draft. I will post the ending time of this session's work. Are there any questions?** (Pause.)

You might want to write on every other line of your rough draft. That way, you will have room to make changes before you do your final copy.

Answer any questions; then

Say: **You may begin.**

Record the starting time. Post the ending time for the session in a prominent place. When 10 minutes have gone by,

Say: **You have 25 minutes to finish your rough draft. If you haven't already started your rough draft, you need to start now.**

When another 20 minutes have gone by,

Say: **You have 5 minutes to finish your rough draft.**

When another 5 minutes have gone by,

Say: **This writing session has ended. Tomorrow you will have to finish this writing. Please put your pencil down. Please write your name in the upper right-hand corner of EACH sheet of your prewriting and rough draft.**

Attach multi-page responses (prewriting and rough drafts) so that nothing is lost. **Do not staple anything to the answer sheets.** Collect *Student Instructions for Session One*, student prewriting, and student rough drafts.

Store them in a safe place until Session Two. If Session Two is the next day, return all materials to the principal's office after checking demographic sections for accuracy.

NOTE: If session one and session two are scheduled for the same day, there must be at least a 30-minute break between the sessions.

You might wish to facilitate passing out materials for session two by placing the students' prewriting and rough drafts inside their answer sheets.

WRITING TEST INSTRUCTIONS FOR 8TH GRADE SESSION TWO

See that all students are quietly seated and have clear desks, except for pencils and erasers. The students are not to have ANY papers on their desks at the beginning of the testing period. If later a student needs extra paper for revision, you may give him some. The students should have easy access to a dictionary. (NOTE: Students may NOT use a thesaurus or any other writing aid.)

Say: **We are about to begin Session Two of the writing assessment. I am now going to pass back your prewriting and rough drafts, along with the Student Instructions and Examination Topic for Session Two and the answer sheet for your final draft. Be careful not to separate the two pages of the answer sheet. They must be attached when you hand them in at the end of the assessment.**

Pass out the students' prewriting and rough drafts, *Student Instructions and Examination Topic for Session* Two (yellow), and answer sheets.

Say: **I am now going to read the instructions for Part 4: Revising and Editing and Part 5: Copying Writing to Answer Sheet and Proofreading. Please read them silently as I read them aloud.**

Read Step 4: Revising and Editing and Step 5: Copying Writing to Answer Sheet and Proofreading from the student instruction sheet; then

Say: **You have 15 minutes time to do your revising and editing, but you can begin your copying onto the answer sheet whenever you are ready. You will have a total of 35 minutes to revise, edit, copy your writing to the answer sheet, and proofread your final draft. I will tell you when 15 minutes have gone by. At that time, you should have begun copying your writing onto the answer sheet. Five minutes before the end of this writing session, I will tell you that you have five minutes to finish copying and proofreading your writing. I will also post the end time for this session. Are there any questions?**

Answer any questions; then

Say: **You may begin.**

Record the starting time and post the ending time.

Under no circumstances are the students to receive ANY help on their revising or editing. Students should attempt to make their final drafts neat and readable. However, neatness will not affect scores unless the illegibility results in misreading. Cross-outs and insertions are allowed.

When 15 minutes have gone by,

Say: **You have 20 minutes to copy your writing onto the answer sheet and to proofread your work. Make your final drafts as neat as possible. If you must cross out words or make insertions, please do so neatly. If you haven't already started to copy your writing onto the answer sheet, you need to start now.**

When another 15 minutes have gone by,

Say: **You have five minutes to finish copying and proofreading your writing.**

When five minutes have gone by,

Say: **This writing session has ended. Please put your pencil down.**

Collect Student Instructions, prewriting, rough drafts, and answer sheets. Do not separate the pages of the answer sheets.

(Note: Teachers may retain the students' prewriting and rough drafts. Having the rough drafts will help the teachers interpret the students' writing assessment scores.)

Return the answer sheets, and student instructions for sessions one and two to the principal's office.

All copies of *Student Instructions for Session One and Student Instructions for Session Two* should be collected. They may be released after student results are returned to the school.

Appendix A
SCHOOL NUMBER LIST

CARSON CITY **13**

201 Bordewich/Bray Complex Elem
501 Carson High
301 Carson Middle
302 Eagle Valley Middle
209 Empire Elem
204 Fremont Elem
203 Fritsch Elem
211 Mark Twain Elem
207 Seeliger Elem

CHURCHILL COUNTY **01**

401 Churchill Co High
301 Churchill Co Jr High
205 E C Best Elem
402 Gateways to Success
206 Lahontan Elem
202 Northside Elem
207 Numa Elem
204 West End Elem

CLARK COUNTY **02**

131 Adams Elem
231 Adcock Elem
420 Advanced Tech Acad
151 Allen, D L Elem
140 Antonello Elem
137 Bartlett Elem
406 Basic High
108 Beatty Elem
327 Becker Middle
248 Beckley Elem
236 Bell Elem
138 Bendorf Elem
292 Bennett Elem
101 Blue Diamond Elem
411 Bonanza High
157 Bonner Elem
211 Booker Elem
601 Boulder City High
279 Bowler, Grant Elem
159 Bowler, Joseph Elem
246 Bracken Elem
307 Bridger Middle
306 Brinley Middle
319 Brown Middle
147 Bruner Elem
148 Bryan, Richard Elem
156 Bryan, Roger Elem
163 Bunker Elem
313 Burkholder Middle
225 Cahlan Elem
155 Cambeiro Elem
316 Cannon Middle
219 Carson Elem
158 Cartwright, R Elem
304 Cashman Middle
607 Centennial High
409 Chaparral High
415 Cheyenne High
109 Christensen Elem
414 Cimarron-Memorial High
401 Clark High
426 Comm Coll HS South
422 Comm Coll HS East
423 Comm Coll HS West
165 Cortez Elem
335 Cortney Middle
126 Cox, David Elem
223 Craig Elem
205 Crestwood Elem
233 Culley Elem
125 Cunningham Elem
130 Dailey Elem
220 Dearing Elem
269 Decker Elem
124 Derfelt Elem
609 Desert Pines High
106 Deskin Elem
300 Detwiler Elem
263 Diskin Elem
266 Dondero Elem
111 Dooley Elem
417 Durango High
212 Earl, Ira Elem
296 Earl, Marion Elem
267 Edwards Elem
118 Eisenberg Elem
410 Eldorado High
164 Elizondo Elem
257 Ferron Elem
143 Fitzgerald Elem
119 Fong Elem
608 Foothill High
308 Fremont Middle
268 French Elem
240 Fyfe Elem
276 Galloway Elem
167 Garehime Elem
318 Garrett Middle
302 Garside Middle
120 Gibson Elem
310 Gibson Middle
206 Gilbert Elem
153 Goldfarb Elem
102 Goodsprings Elem
275 Gragson Elem
278 Gray Elem
416 Green Valley High
324 Greenspun Middle
208 Griffith Elem
317 Guinn Middle
161 Guy Elem
207 Hancock Elem
261 Harmon Elem
262 Harris Elem
168 Hayes Elem
229 Heard Elem
129 Herr Elem
209 Herron Elem
210 Hewetson Elem
122 Hill Elem
297 Hinman Elem
202 Hoggard Elem
303 Hyde Park Middle
252 Indian Springs Elem
604 Indian Springs High
336 Indian Springs Middle
123 Jacobson Elem
323 Johnson Middle
135 Jydstrup Elem
133 Kahre Elem
134 Katz Elem
332 Keller Middle
226 Kelly Elem
169 Kesterson Elem
610 Keystone Charter
107 Kim Elem
136 King, Martha Elem
105 King, Martin Elem
309 Knudson Middle
237 Lake Elem
166 Lamping Elem
418 Las Vegas Academy
402 Las Vegas High
321 Laughlin Jr/Sr High
337 Lawrence Middle
331 Lied Middle
222 Lincoln Elem
270 Long Elem
141 Lummis Elem
117 Lunt Elem
115 Lynch Elem
329 Lyon Middle
277 Mack Elem
217 Mackey Elem
224 Madison Elem
213 Manch Elem
311 Martin Middle
132 May Elem
234 McCall Elem
249 McCaw Elem
298 McDoniel Elem
113 McMillan Elem
218 McWilliams Elem
112 Mendoza Elem
602 Moapa Valley High
424 Mojave High
333 Molasky Middle
162 Morrow Elem
228 Mountain View Elem
103 Mt. Charleston Elem
170 Neal Elem
146 Newton Elem
322 O'Callaghan Middle
299 Odyssey Charter
312 Orr Middle
425 Palo Verde High
232 Paradise Elem
216 Park Elem
110 Parson Elem
114 Perkins Elem
145 Piggott Elem
244 Pittman Elem
403 Rancho High School
235 Red Rock Elem
295 Reed Elem
104 Reid Elem
160 Rhodes Elem
150 Roberts Elem
315 Robison Middle
203 Ronnow Elem
201 Ronzone Elem
221 Rowe Elem
128 Rundle Elem
412 S N V T C

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Clark County cont

291 Sandy Valley Elem
320 Sandy Valley Middle
328 Sawyer Middle
251 Sewell Elem
421 Silverado High
334 Silvestri Middle
305 Smith Middle
264 Smith Elem
204 Squires Elem
294 Stanford Elem
241 Sunrise Acres Elem
325 Swainston
260 Tate Elem
254 Taylor Elem
239 Thomas Elem
290 Tobler Elem
265 Tomiyasu Elem
127 Treem Elem
243 Twin Lakes Elem
214 Ullom Elem
404 Valley High
154 Vanderburg Elem
245 Vegas Verdes Elem
255 Virgin Valley Elem
603 Virgin Valley High
301 Von Tobel Jr High
238 Warren Elem
247 Wasden Elem
259 Wengert Elem
330 West Middle
405 Western High
326 White Middle
256 Whitney Elem
149 Wilhelm Elem
242 Williams Elem
152 Wolfe, Eva Elem
314 Woodbury Middle
116 Wooley Elem
121 Wynn Elem

DOUGLAS COUNTY **03**

301 Carson Valley Middle
501 Douglas High
201 Gardnerville Elem
206 Jacks Valley Elem
208 Kingsbury Middle
205 Meneley Elem
302 Pau-Wa-Lu Middle
207 Scarselli Elem
502 Whittell High
202 Zephyr Cove Elem
210 Minden Elem
209 Pinon Hills Elem

ELKO COUNTY **04**

601 Carlin High
205 Carlin Elem
112 Currie Elem
603 Elko High
503 Elko Jr High
202 Elko Grammar School #2
104 Independence Valley
105 Jackpot Elem
605 Jackpot High
113 Jarbidge Elem
107 Montello Elem
108 Mound Valley Elem
209 Mountain View Elem
203 Northside Elem
604 Owyhee High
206 Owyhee Elem
111 Ruby Valley Elem
211 Sage Elem
204 Southside Elem
210 Spring Creek Elem
606 Spring Creek High
504 Spring Creek Middle
602 Wells High
207 Wells Elem
208 West Wendover Elem
607 West Wendover High

ESMERALDA COUNTY **05**

101 Dyer Elem
102 Goldfield Elem
103 Sivler Peak Elem

EUREKA COUNTY **06**

101 Crescent Valley Elem
601 Eureka High
103 Eureka Elem

HUMBOLDT COUNTY **07**

101 Denio Elem
205 Grass Valley Elem
107 Jackson Mountain Elem
103 King's River Elem
106 Leonard Creek Elem
501 Lowry High
203 McDermitt Elem
601 McDermitt High
104 Orovada Elem
105 Paradise Valley Elem
201 Sonoma Heights Elem
301 Winnemucca Jr High
202 Winnemucca Grammar Elem

LANDER COUNTY **08**

602 Austin High
101 Austin Elem
601 Battle Mountain High
301 Battle Mountain Jr High
203 Lemaire, Eleanor Elem

LINCOLN COUNTY **09**

201 Caliente Elem
501 Lincoln Co High
301 Meadow Valley Middle
102 Pahranagat Valley Elem
601 Pahranagat Valley High
302 Pahranagat Valley Middle
202 Panaca Elem
203 Pioche Elem

LYON COUNTY **10**

209 Cottonwood Elem
604 Dayton High
208 Dayton Inter
201 Dayton Elem
601 Fernley High
203 Fernley Elem
303 Fernley Inter
205 Silver Springs Elem
304 Silver Stage Middle
602 Smith Valley High
204 Smith Valley Elem
210 Sutro Elem
603 Yerington High
202 Yerington Elem
302 Yerington Inter

MINERAL COUNTY **11**

203 Hawthorne Elem
101 Mina Elem
601 Mineral Co High
202 Schurz Elem

NYE COUNTY **12**

106 Amargosa Valley Elem
601 Beatty High
201 Beatty Elem
301 Clark, R Middle
101 Duckwater Elem
602 Gabbs High
105 Gabbs Elem
108 Johnson Elem
102 Manse Elem
206 Mt Charleston Elem
604 Pahrump High
605 Round Mountain High
103 Round Mountain Elem
204 Silver Rim Elem
603 Tonopah High
202 Tonopah Elem

PERSHING COUNTY **14**

101 Imlay Elem
201 Lovelock Elem
601 Pershing Co High
301 Pershing Middle

STOREY COUNTY **15**

102 Hillside Elem
101 Hugh J Gallagher Elem
601 Virginia City High
301 Virginia City Middle

WASHOE COUNTY **16**

266 Allen Elem
201 Anderson Elem
271 Beasley Elem
207 Beck Elem
275 Bennett Elem
310 Billinghurst Middle
208 Booth Elem
229 Brown Elem
214 Cannan Elem
261 Caughlin Ranch
301 Clayton Middle
215 Corbett Elem
268 Desert Heights Elem
238 Diedrichsen Elem
306 Dilworth Middle
258 Dodson Elem
272 Donner Springs Elem
223 Drake Elem
204 Duncan Elem
239 Dunn Elem
203 Elmcrest Elem
(Echo Loder)

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Washoe County Cont

509 Galena High
601 Gerlach High
256 Gomes Elem
216 Gomm Elem
224 Greenbrae Elem
262 Hidden Valley Elem
230 Huffaker Elem
504 Hug High
274 Hunsberger Elem
206 Hunter Lake Elem
604 I Can Do Anything
602 Incline High
309 Incline Middle
251 Incline Elem
236 Johnson Elem
226 Juniper Elem
232 Lemmon Valley Elem
257 Lenz Elem
227 Lincoln Park Elem
202 Loder Elem
273 Mathews Elem
222 Maxwell Elem
508 McQueen High
311 *Mendive Middle
228 Mitchell Elem
267 Moss Elem
211 Mount Rose Elem
237 Natchez Elem
308 O'Brien Middle
240 Palmer Elem
213 Peavine Elem
302 Pine Middle
233 Pleasant Valley Elem
505 Reed High
502 Reno High
221 Risley Elem
605 Sierra Nevada Academy
217 Sierra Vista Elem
263 Silver Lake Elem
260 Smith, Alice Elem
225 Smith, Kate Elem
218 Smithridge Elem
269 Spanish Springs Elem
503 Sparks High
307 Sparks Middle
219 Stead Elem
234 Sun Valley Elem
303 Swope Middle
265 Taylor Elem
603 TMCC High (magnet)
209 Towles Elem
305 Traner Middle
304 Vaughn Middle
235 Verdi Elem
220 Veterans Memorial Elem
205 Warner Elem
264 Westergard Elem
259 Whitehead Elem
270 Winnemucca, Sarah Elem
501 Wooster High

WHITE PINE COUNTY **17**

103 Baker Elem
601 Lund High
101 Lund Elem
203 Mcgill Elem
201 Mountain View Elem
502 White Pine Co High
301 White Pine Middle

ALTERNATIVE SCHOOLS **61-77**

Churchill County **61**

902 Churchill Co Adult High

Clark County **62**

941 Adult Education (Clark)
948 Child Haven School
914 Continuation School
921 Freedom Program
915 Homebound Secondary
923 Horizon East
920 Horizon North
925 Horizon Project
924 Horizon South
922 Horizon West
930 Opportunity, Biltmore
407 Opportunity, Jefferson
928 Opportunity South
929 Opportunity Washington
408 Sunset East
419 Sunset West
605 Sunset North
606 Sunset South

Elko County **64**

902 Adult Education (Elko)

Humboldt County **67**

903 Lowry Adult Education

Lander County **68**

901 Lander Co Adult High

Lincoln County **69**

901 Lincoln Co Adult High

Carson City **73**

903 Carson Alternative High
902 Carson Adult Education

Pershing County **74**

903 Pershing Co Adult High

Storey County **75**

901 Virginia City Alternative

Washoe County **76**

920 Washoe Adult High
506 Washoe High
921 Work Experience School
922 Opportunity (Washoe)

STATE SCHOOLS **40**

503 China Springs
991 Coal Canyon High
202 Corbett Facility
947 C C Detention Center
602 CO Bastian/Caliente
777 Detention Center
903 Independence (Elko)
912 Juvenile Court Schools
902 Mountain High (Ely)
913 Spring Mountain
904 Steptoe Valley High
871 A T T C ???
948 SDCC/Inst Ed-I S
949 SNCC/Inst Ed-Jean
950 SNWCF
918 Third Cottage

SPECIAL PROGRAMS 81-97

Clark County **82**

917 Miley Ac/Sec
911 Variety
926 Desert Willow Elem
927 Desert Willow Sec
928 Summit/Desert Willow

PRIVATE SCHOOLS **50**

703 Bishop Gorman High
709 Bishop Manogue High
714 Care Unit Hospital
702 Chiloh Christian School
734 Church Academy
701 Clark County Christian
725 Echoes Christian
712 Faith Lutheran Jr/Sr
706 Harbor Christian Academy
739 Jamilian School
705 Lake Mead Christian
715 Las Vegas Junior Acad
716 Liberty Christian
724 Lighthouse Christian
730 Love All People
710 Mountain View Christian
704 New Horizons Center
721 Paradise Christian
723 Pyramid Lake
729 Regency/Oasis
708 Reno Junior
717 Ruby Mountain Christian
735 School of Natural Order
707 Sierra Nevada Job Corp
722 St Judes
718 Trinity High
737 Truckee Meadows
713 Valley Baptist

838 Home Schools

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Appendix B
ANSWER SHEET EDIT PROCEDURES

Check each answer sheet to ensure that:

- there are no stray pencil marks outside the area provided for writing.
- all marks on the cover sheet that will be machine scanned are marked darkly in pencil.
- all erasures are complete inside the grids that were bubbled.

Checks on the Demographic Page:
First and Last Name Blocks: Required. Must not be blank or contain unintentional blanks. ***Each must be left-justified.***

Most common problems:

- Name is not left-justified
- First letter of name not coded in leftmost column
- Somewhere within the name, a column is skipped or two successive letters are coded in the same column
- Name is entered in the blanks provided, but is not coded in the bubbles.

Middle Initial: Coded in last column of name block.

Most common problems:

- Middle initial is coded in some other column
- Two bubbles are filled in.

District Number and School Number: Required. Must be coded correctly if results are to be reported to the correct school and district. Answer sheets may be returned to district for correction if district can be identified. Numbers are included in Appendix A. Note: Numbers may have changed. Please check carefully.

Most common problems:

- Bubbles filled in incorrectly.
- Wrong district number coded.
- Bubbles Left blank.

Student Number: Required. The scoring program requires that a student number be entered here. It must be left justified. The first digit must be other than a zero.

Date of Birth: Required. Used to uniquely identify student in alphabetical state roster report.
Most common problem:

- Digits not bubbled in appropriate column.

Gender: Coded

Grade: Required. May not be blank, and only one can be selected. Reports are generated using the grade coded by the student. Incorrect coding will result in the generation of incorrect reports for the school and district. Answer sheets may be returned to the districts for correction.

Title 1

Ethnicity (ETH): No more than one possibility may be coded.

Population (POP): The top bubble, indicating regular status, should have been filled in by school personnel. More than one bubble may be coded.

Years in District (YID): Entered by student. Only one possibility can be coded.

Testing Conditions (TC): This column should be coded by the teacher or test administrator. It applies only to students in special populations.

Appendix C

Testing Students with Disabilities

Students with disabilities are those identified and receiving special education services, related services, and/or supplementary aids, and guided by an Individual Education Program (IEP) and students with disabilities who qualify for special services under Section 504 of the Rehabilitation Act of 1973. Nothing contained herein should be understood as suggesting that a student should not have the opportunity to take the tests required by the Nevada Proficiency Examination Program. For students in special education programs, that decision is the sole responsibility of the student's IEP committee. However, each IEP **must** address the question of the student's participation in the Nevada Proficiency Examination Program and any accommodations in test administration that are made **must** be indicated in the IEP. For students with disabilities who are protected under Section 504 of the Rehabilitation Act of 1973, the decision is the responsibility of the individual or individuals who determine what services those students require.

The participation of students with disabilities in the Nevada Proficiency Examination in Writing at grades 4 and 8 is determined by the IEP committee or Section 504 program administrator. Students with disabilities who receive instruction in English and/or mathematics in general classrooms and can be tested under the standardized conditions used with general students, without accommodations that would disrupt others taking the test, should be tested with their classmates and their results included with those in the general program when the answer sheets are submitted for scoring. Exceptional students who are not included in this category **must** have their exemption from participation in the Nevada Proficiency Examination Program clearly stated in their IEP or explicitly granted by the appropriate authority. It is the Local Education Agency's (LEA) responsibility to provide adequate notice of test requirements to allow students and/or parents to make an informed choice regarding the scope and content of their educational program.

Accommodations which may be allowed by an IEP committee or Section 504 program administrator, without further consultation with the Nevada Department of Education, are listed below. Should a student's disability require an accommodation that is not included in the list, a written request for modification of the conditions under which the test is administered must be submitted to the Proficiency Testing Office of the State Department of Education **no later than one month before the scheduled date for the administration of the writing examination for that testing period.** The staff of the Proficiency Testing Office, in collaboration with the Special Education Branch of the Nevada Department of Education, will review special requests for appropriateness and the maintenance of the integrity of the test(s) and provide a decision **no later than one week prior to the date scheduled for test administration.**

Permissible Accommodations for Students with Disabilities

The following accommodations for exceptional students, when appropriate, have been judged as not violating the nature, content, or integrity of the test. These accommodations may be permitted without further consultation with the Proficiency Testing Office of the Department of Education. However, this list should not be interpreted as requiring the local education agency to provide for the accommodation, should circumstances not permit. **In addition, the accommodations listed are intended to be guide specific and should not be broadly interpreted, e.g., provisions for special furnishings do not include computers, calculators, or other electronic aids.**

Accommodations in test administration are not appropriate for students identified and receiving services as gifted or talented. Those individuals should be tested as regular students.

Accommodations in the Testing Setting:

- Individual administration
- Small group administration (other than regular classroom)
- Administration in a location other than the place regularly scheduled
- Use of a special test administrator including the examinee's special education teacher (This accommodation cannot be granted if the mathematics examination is to be read to the student.)
- Provisions for special lighting
- Provisions for special furniture such as a carrel
- Provisions for special acoustics such as an amplifier for verbal instructions

Accommodations in Test Scheduling:

The time allowed to take a test in a single session may be extended to allow for rest periods to counter fatigue or to allow for the increased time required by altered testing procedures, but the total time allowed must not exceed twice the amount of time allocated to regular students. **(Extra time is NOT permissible on the *TerraNova*; only on the writing assessments and the High School Proficiency Examinations.)**
Tests may be administered at a time of day when the student is expected to do his/her best work.

Accommodations in Test Directions:

- **Directions** that are not normally read aloud may be read to the student.
- **Directions** may be reread as necessary.
- Verbatim **directions** may be provided in sign language.
- **Directions** may be provided on a separate sheet that the student may consult as required.

Accommodations in Test Format:

NOTE:NRS 389.015 specifically limits the disclosure of the contents of tests used in the Nevada Proficiency Examination Program. Thus, **tests in large print or permissible alternative formats must be obtained through the Proficiency Testing Office.** If the need for alternative formats is anticipated, e.g. ASCII text for display on a video terminal, the Proficiency Testing Office must be notified at least two months prior to the scheduled testing date to insure adequate time for production of tests in the alternative format.

- A large print version of the test may be ordered from the Proficiency Testing Office. (Orders must be received at least six weeks before the scheduled test date.)
- A mask may be used to restrict the amount of material that the examinee is exposed to by covering part of the test.
- A mathematics test may be read verbatim to an examinee. (This accommodation cannot be granted it the individual who is to administer the test teaches mathematics.)
- **A reading test may not be read to an examinee.**

Accommodations in Test Answer Mode:

NOTE: When an alternative answer mode is used, the original document on which the answers are recorded must be **paper-clipped** to and submitted with the standard answer sheet that the student would have otherwise used. These answer documents should be packed separately and clearly marked as using an alternative response mode. In addition, **if a clerk is used to record or transcribe answers, the clerk must provided a signed statement that reads, "These answers accurately reflect the student's work and only assistance in recording/transcribing the answers was provided."**

- For the writing test, an examinee who must write or print in large script may record his/her response on lined paper.
- For the reading and mathematics tests, the student may dictate his/her choice of answers to a clerk who will appropriately record the answer on the standard form. The student may dictate his/her response to a writing prompt if a physical disability prevents the student from recording that response unaided.
- The examinee may use a standard typewriter to type his/her responses to the writing prompts.
- **The use of electronic aids such as spelling, grammar or hyphenation checks are not permitted.**

The examinee may write or type his/her choices of answers for the reading or mathematics examinations on a separate sheet of paper or in the test booklet, that a clerk then transfers to the standard answer sheet. (If answers are marked in the test booklet, the booklet must be included with the answer sheet on which the answers were transcribed.)

Mechanical and Non-Mechanical Aids:

- A visual magnification device may be used.
- An electronic device, whose sole function is to enlarge text, may be used.
- Auditory amplification devices may be used to give directions.
- Examinees may use markers to maintain place.
- Examinees may use a Braillewriter to record responses to the writing prompts. (The original Braille document should be submitted for scoring, along with the examinee's standard answer sheet.)
- A typewriter may be used. (See Accommodations in Test Answer Modes, above.) Pencils may be adapted in size or grip diameter.
- Examinees may use a device to screen out extraneous sounds.
- **The use of calculators is not allowed for the mathematics examination in the High School Proficiency Examination or for the Computation subtest of the** *TerraNova.*

Note that the accommodation allowing Proficiency Examinations to be administered in private homes has been removed from the above list. Districts who have home-bound (not including home-schooled) students who might require this accommodation MUST **apply to the proficiency testing office for permission, listing the name(s) of the student(s) requiring the accommodation and describing the arrangements for administration. The application must include the name and assignment of the individual certified by the district who will administer the examination(s).**

Nevada Proficiency Examination Program
IEP Record for Special Education Students

Student Name: _____ **Date of Birth:** _____

School: _____ **Disability Category:** _____

Accommodation(s) for the Nevada Proficiency Examination

The accommodations for the Nevada Proficiency Examination Program which are listed below are intended to be quite specific and should not be broadly interpreted, e.g., provisions for special furnishings do not include computers, calculators, or other electronic aids, unless specifically provided for elsewhere. Accommodations not specifically listed, those that might be added as "Other," must be approved individually by the Proficiency Testing Office prior to test administration.

Accommodations in test administration are not appropriate for students identified and receiving services as gifted or talented. Those individuals should be tested as regular students.

Accommodations in the Testing Setting:

_____ Individual administration
_____ Small group administration (other than regular classroom)
_____ Administration in a location other than the place regularly scheduled
_____ Use of a special test administrator including the examinee's special education teacher
(This accommodation cannot be granted if the mathematics test is to be read to the student.)
_____ Provisions for special lighting
_____ Provisions for special furniture such as a carrel
_____ Provisions for special acoustics such as an amplifier for verbal instructions
_____ Other:

Accommodations in Test Scheduling:

_____ The time allowed to take the tests is extended (not to exceed twice the normal time)
_____ reading test is extended to _____ minutes.
_____ mathematics test is extended to _____ minutes.
_____ writing test is extended to _____ minutes.
(Extra time is NOT permissible on the *TerraNova;* only on the writing assessments and the High School Proficiency Examinations.)
_____ Tests administered at a time of day when the student is expected to do his/her best work.
_____ Other:

Accommodations in Test Directions:

_____ **Directions** that are not normally read aloud are to be read to the student
_____ **Directions** may be reread as necessary.
_____ Verbatim **directions** are to be provided in sign language.
_____ Directions are to be provided on a separate sheet which the student may consult as required.

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_____ Other:

Accommodations in Test Format:

_____ A large print version of the test will be used.
_____ A mask will be used to restrict the amount of material that the examinee is exposed to by covering part of the test.
_____ The mathematics test will be read verbatim to the examinee. (This accommodation cannot be granted if the test is to be administered by an individual who teaches mathematics.)
_____ Other:

Accommodations in Test Answer Mode:

Note: **If a clerk is used to record or transcribe answers, the clerk must provide a signed statement that reads, "These answers accurately reflect the student's work and only assistance in recording/transcribing the answers was provided."**

_____ For the writing test, the student will record his/her response on a separate lined paper.
_____ For the reading and mathematics tests, the student will dictate his/her choice of answers to a clerk who will appropriately record the answer on the standard form. The student will dictate his/her response to a writing prompt. (Cross out one sentence if both are not appropriate.)
_____ The examinee will use a standard typewriter to type his/her responses to the writing prompts. **(The use of electronic aids such as spelling, grammar or hyphenation checks is not permitted.)**
_____ The examinee will write or type his/her choices of answers for the reading or mathematics examinations on a separate sheet of paper or in the test booklet, which a clerk will then transfer to the standard answer sheet.
_____ Other.

Mechanical and Non-Mechanical Aids:

_____ A visual magnification device will be used.
_____ An electronic device, whose sole function is to enlarge text, will be used.
_____ An auditory amplification device will be used to give directions.
_____ The student will use markers to maintain his/her place.
_____ The student will use a Braillewriter to record responses to the writing prompts.
_____ A standard typewriter will be used to record answers.
_____ Pencils will be adapted in size or grip diameter.
_____ The student will use a device to screen out extraneous sounds.
_____ Other:

Signatures:

Parent: _____ Student (if appropriate) _____

Sp. Educ. Teacher: _____ LEA Rep.: _____

Reg. Educ. Teacher: _____ Other: _____

Date: _____

Appendix D

Testing English Language Learners

English Language Learners are students of limited English proficiency, as identified by local districts at the time of registration. Nothing contained herein should be understood as suggesting that English Language Learners should not have the opportunity to take the tests required by the Nevada Proficiency Examination Program. For English Language Learners, that decision should be made collectively by the student, parents, teacher(s) and school administrator(s) most familiar with the student's English language acquisition. However, each student's file should document the student's participation in the Nevada Proficiency Examination Program, and any accommodations in test administration that are made **must** be indicated on an appropriate form.

The participation of English Language Learners in the Nevada Proficiency Examination in Writing at grades 4 and 8 is determined by the results of the LAS tests. **Students in grades 4 and 8 who score below Level III on the *LAS-RIW* are not required to take the writing exam** and the *LAS-RIW* serves as an alternative assessment for those students for purposes of their participation in the Nevada Proficiency Examination Program. **Students in grades 4 and 8 who score at or above Level III on the *LAS Reading and* the *LAS Writing* are required to take the writing exam**. English Language Learners who receive instruction in English and/or mathematics in regular classrooms and can be tested under the standardized conditions used with regular students, without accommodations that would disrupt others taking the test, should be tested with their classmates and their results will be included with those in the regular program when the answer sheets are submitted for scoring. English Language Learners who are not included in this category **must** have their exemption from participation in the Nevada Proficiency Examination Program clearly documented on an appropriate form in their student file.

It is the Local Education Agency's (LEA) responsibility to provide adequate notice of test requirements to allow students and/or parents to make an informed choice regarding the scope and content of their educational program.

Accommodations that may be allowed to English Language Learners, without further consultation with the Nevada Department of Education, are listed below.

Permissible Accommodations for English Language Learners

The following accommodations for English Language Learners, when appropriate, have been judged as not violating the nature, content, or integrity of the test. These accommodations may be permitted without further consultation with the Proficiency Testing Office of the Department of Education. However, this list should not be interpreted as requiring the local education agency to provide for the accommodation, should circumstances not permit. **In addition, the accommodations listed are intended to be quite specific and should not be broadly interpreted, e.g., provisions for special furniture do not include computers, calculators, bilingual dictionaries, or other electronic aids.**

Accommodations in the Testing Setting:

- Individual administration
- Small group administration (other than regular classroom)
- Administration in a location other than the place regularly scheduled
- Use of a special test administrator, including the examinee's ESL/ELL teacher

- Provisions for special furniture such as a carrel

Accommodations in Test Scheduling:

The time allowed to take a test in a single session may be extended to allow for rest periods to counter fatigue or to allow for the increased time required by altered testing procedures, but the total time allowed must not exceed twice the amount of time allocated to regular students.

Tests may be administered at a time of day when the student is expected to do his/her best work.

Accommodations in Test Directions:

For the writing examination only, words in the test topic(s) may be defined so that students understand the **meaning of the topic;** however, **no instructions or suggestions may be given to the students on how to respond to the topic.**

Any questions that deal with **testing procedures** may be answered.

Nevada Proficiency Examination Program
Documentation for English Language Learners

Student Name: _____ **Date of Birth:** _____

School: _____

Administration of the *Language Assessment Scales (LAS* **copyright 1990, CTB/McGraw-Hill):**

Date of administration: _____

LAS-0 (Oral) score: _____

Students who score **'below Level III** on the *LAS-0* are not required to take the writing exam and the *LAS-0* serves as an alternative assessment for those students for purposes of their participation in the Nevada Proficiency Examination Program and the administration of the *LAS-RIW* is not required for these students.

Students who score at or above Level III on the *LAS-0* **are then administered the** *LAS-RIW.*

LAS-RIW (Reading/Writing) scores:

Reading: _____
Writing: _____
Students in **Grade 8** who score **below Level III** on the *LAS-RIW* are not required to take the writing exam and the *LAS-RIW* serves as an alternative assessment for those students for purposes of their participation in the Nevada Proficiency Examination Program. Students in **Grade 8** who **score at or above Level III on the *LAS Reading* and the *LAS Writing*** are required to take the **writing** exam.

Accommodation(s) for the Nevada Proficiency Examination Program:

The accommodations for the Nevada Proficiency Examination Program which are listed below are intended to be quite specific and should not be broadly interpreted, e.g., provisions for specific furniture do no include computers, calculators, bilingual dictionaries, or other electronic aids.

Accommodations in the Testing Setting:

_____ Individual administration

_____ Small group administration (other than regular classroom)

_____ Administration in a location other than the place regularly scheduled

_____ Use of a special test administrator, including the examinee s ESL/ELL teacher Provisions for special furniture such as a carrel

Accommodations in Test Scheduling:

_____ The time allowed to take the test(s) is extended (not to exceed twice the normal time)
_____ reading test is extended to _____ minutes
_____ mathematics test is extended to _____ minutes
_____ writing test is extended to _____ minutes
_____ Tests administered at a time of day when the student is expected to do his/her best work

Accommodations in Test Directions:

_____ Words in test topic(s) defined so that student understands the **meaning of the topic** (writing test only)
_____ Questions that deal with **testing procedures** answered

Appendix E
Writing Traits Scoring Rubrics

NEVADA STATE WRITING PROFICIENCY EXAMINATION
*ANALYTIC SCORING GUIDE**

CONVENTIONS

5: **The writer demonstrates a good grasp of standard writing conventions (grammar, capitalization, punctuation, usage, spelling, paragraphing) and uses them effectively to enhance readability. Errors tend to be so few and minor the reader can easily skim right over them unless specifically searching for them. Only light editing would be required to polish the text for publication.**

- Standard usage is correct and contributes to clarity and style.
- Punctuation is smooth and guides the reader through the text.
- Spelling is generally correct, even on more difficult words.
- Paragraphing tends to reinforce the organizational structure.
- The writer may manipulate conventions – particularly grammar – for stylistic effect.

3: **The writer shows reasonable control over a limited range of standard writing conventions. Errors are numerous or serious enough to be somewhat distracting, but the writer also handles some conventions well. However, the paper would require moderate editing prior to publication.**

- Problems with grammar or usage are not serious enough to distort meaning.
- Terminal (end-of-sentence) punctuation is almost always correct; internal punctuation (commas, apostrophes, semi-colons) may be incorrect or missing.
- Spelling is usually correct (or reasonable phonetic) on common words.
- Paragraphs sometimes run together or begin in the wrong places.
- The paper seems to reflect basic, but not extensive or thorough, editing.

1: **Errors in spelling, punctuation, usage and grammar, capitalization, and/or paragraphing repeatedly distract the reader and make the text difficult to read. Extensive editing would be required to polish the text for publication. More than one of the following problems is likely to be evident:**

- Errors in standard usage are very noticeable and may affect meaning.
- Punctuation (including terminal punctuation) is often missing or incorrect.
- Spelling errors are frequent, even on common words.
- Paragraphing is irregular or so frequent that it does not relate to organization of the text.
- The reader must read once to decode, then again for meaning.

*The Nevada State Department of Education gratefully acknowledges Vicki Spandel and the teachers of Beaverton, Oregon School District who developed the original trait scoring guide in 1984 and the contributions of more than 5,000 Oregon teachers and the Northwest Regional Educational Laboratory for the revisions since 1984.

Appendix E
Writing Traits Scoring Rubrics

NEVADA STATE WRITING PROFICIENCY EXAMINATION
*ANALYTIC SCORING GUIDE**

IDEAS AND CONTENT (DEVELOPMENT)

5: **This paper is clear, focused, and interesting. It holds the reader's attention. Relevant anecdotes and details enrich the central theme or story line. Ideas are fresh and original.**

- The writer seems to be writing from experience and shows insight: a good sense of how events unfold, how people respond to life and to each other.
- The writing has balance; main ideas stand out.
- Supporting, relevant, telling details give the reader important information that he or she could not personally bring to the text.
- The writer works with and shapes ideas, making connections and sharing insights.
- The writer seems in control and develops the topic in an enlightening, entertaining way.

3: **The paper is clear and focused. The topic shows promise even though development is still limited, sketchy, or general.**

- The writer does seem to be writing from experience but has some trouble going from general observations to specifics.
- Ideas are reasonably clear and purposeful even though they may not be explicit, detailed, personalized, or expanded to show in-depth understanding.
- The writer is beginning to define the topic but is not there yet. It is pretty easy to see where the writer is headed although more information is needed to "fill in the blanks."
- Support is attempted but doesn't go far enough yet in expanding, clarifying, or adding new insights.
- Themes or main points seem a blend of the original and the predictable.

1: **As yet, the paper has no clear sense of purpose or central theme. To extract meaning from the text, the reader must make inferences based on sketchy details. More than one of the following problems is likely to be evident:**

- The writer has not yet begun to define the topic in a meaningful or personal way.
- Information is very limited or unclear.
- The text is very repetitious or reads like a collection of random thoughts from which no central theme emerges.
- Everything seems as important as everything else; the reader has a hard time sifting out what's critical.
- The writer may still be in search of a real topic or sense of direction to guide development.

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Appendix E
Writing Traits Scoring Rubrics

NEVADA STATE WRITING PROFICIENCY EXAMINATION
*ANALYTIC SCORING GUIDE**

ORGANIZATION

5: **The organization enhances and showcases the central idea or thesis. The order, structure, or presentation is compelling and moves the reader through the text.**

- An inviting introduction draws the reader in and a satisfying conclusion leaves the reader with a sense of resolution.
- Details seem to fit where they're placed; sequencing is logical and effective.
- Transitions are smooth and weave the separate threads of meaning into one cohesive whole.
- Progression of ideas is very well controlled; the writer delivers needed information at just the right moment, then moves on.
- Organization flows so smoothly the reader hardly thinks about it.

3: **The organizational structure is strong enough to move the reader from point to point without undue confusion.**

- The paper has a recognizable introduction and conclusion. The introduction may not create a strong sense of anticipation; the conclusion may not leave the reader with a satisfying sense of resolution.
- Sequencing is usually logical. It may sometimes be too obvious or otherwise ineffective.
- Transitions often work well; at times though, connections between ideas are fuzzy or call for inferences.
- Progression of ideas is fairly well controlled, although the writer sometimes spurts ahead too quickly or spends too much time on the obvious.
- Despite a few problems, the organization does not seriously get in the way of the main point or storyline.

1: **The writing lacks a clear sense of direction. Ideas, details, or events seem strung together in a random, haphazard fashion – or else there is no identifiable internal structure at all. More than one of the following problems is likely to be evident:**

- The writer has not yet drafted a real lead or conclusion.
- Sequencing and details, if they are present, need work.
- Transitions are not yet clearly defined; connections between ideas seem confusing or incomplete.
- Progression of ideas feels awkward, with lots of time spent on minor details or with big, hard-to-follow leaps from point to point.
- Lack of organization makes it hard for the reader to get a grip on the main point or storyline.

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Appendix E
Writing Traits Scoring Rubrics

NEVADA STATE WRITING PROFICIENCY EXAMINATION
*ANALYTIC SCORING GUIDE**

VOICE

5: **The writer speaks directly to the reader in a way that is individualistic, expressive, and engaging. Clearly, the writer is involved in the text, and the writing is writing to be read.**

- The paper is honest and written from the heart. It has the ring of conviction.
- The language is natural yet provocative; it brings the topic to life and indicates the writer's attitude towards subjects through various strategies.
- The audience feels a strong sense of interaction with the writer and senses the person behind the writer's words. There is a strong presence of the writer on the page.
- The projected tone and voice give flavor to the writer's message and seem very appropriate for the purpose and audience.

3: **The writer seems sincere, but not genuinely engaged, committed, or involved. The result is pleasant and sometimes even personable, but short of compelling.**

- The writing communicates in an earnest, pleasing manner. Moments here and there amuse, surprise, delight, or move the reader.
- Voice may emerge strongly on occasion, then retreat behind general, vague, tentative, or abstract language.
- The writing hides as much of the writer as it reveals. The presence of the writer on the page is developing.
- The writer seems aware of an audience, but often weighs words too carefully and stands at a distance to avoid risk.

1: **The writer seems indifferent, uninvolved, or distanced from the topic and/or the audience. As a result, the writing is flat, lifeless, or mechanical; depending on the topic, it may be overly technical or jargonistic. More than one of the following problems is likely to be evident:**

- The writing communicates on a functional level with no apparent attempt to move or involve the audience.
- The language is a kind of monotone; it tends to flatten all potential highs and lows of the message.
- The writer is not yet sufficiently engaged or at home with the topic to take risks or share himself/herself. The reader has a hard time sensing the writer behind the words.
- The writer does not seem to reach out to an audience or make use of voice to connect with that audience. There is little or no presence of the writer on the page.

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